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ABSTRACT

An advisory council was appointed to study the status of international studies and foreign language education in Maine and to make recommendations for strengthening and broadening these programs. The report of this commission is presented and organized as follows: (1) Maine's position in the world scene, (2) foreign language education, (3) internationalizing the curriculum, (4) professional leadership, (5) perspectives for the future, and (6) recommendations according to the group addressed. The report is given in the context of the monolingual U.S. position and the situation of Maine with regard to its geographical position and the size of its French-speaking population. In order to strengthen foreign language instruction within the state, the council recommends involvement by all segments of the professional, academic, and educational community. With regard to internationalization of the curriculum, the recommendations deal with emphasis on global interdependence, and the cooperation of teachers of various subjects with each other and with other educators and administrators. The final chapter summarizes the recommendations according to group. Appendices that provide the survey instrument and a proposed international studies curriculum outline complete the report. (AMH)

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REPORT AND RECOMMENDATIONS

OF THE

MAINE ADVISORY COUNCIL

ON

FOREIGN LANGUAGES AND INTERNATIONAL STUDIES

U.S. DEPARTMENT OF EDUCATION
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1981

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STATE OF MAINE
Department of
Educational and Cultural Services
STATE HOUSE STATION 23
AUGUSTA, MAINE 04333

January 4, 1982

MEMORANDUM

TO: All School Administrators and Concerned Educators

FROM: Harold Raynolds, Jr., Commissioner

RE: Report and Recommendations of the Maine Advisory Council on Foreign Languages and International Studies

In response to concern expressed by several Maine educators and citizens about the status of international studies and foreign language education in Maine, I appointed an Advisory Council on Foreign Languages and International Studies in August 1980 to make recommendations for strengthening and broadening programs in these areas. This Council met for the first time in September of 1980. Barney Bérubé, National Origin Desegregation and Bilingual Education Coordinator in the Maine Department of Educational and Cultural Services and Executive Secretary of the Council, presented the following charges:

1. To examine quantity and quality of instructional programs.

2. To recommend measures to strengthen existing programs and to implement new programs.

3. To identify funding and community resources.

4. To initiate public awareness programs in the state that will serve to demonstrate the value of foreign languages and international studies to parents, educators, and policy makers.

5. To initiate conferences in schools and school districts which will assist educators and administrators in evaluating needs and resources for further development of foreign languages and international studies in the schools.

6. To capitalize on the professional resources of the Maine Advisory Council on Foreign Languages and International Studies (MACFLIS) to organize and implement foreign languages and international studies programs and to seek initial funds through such foundations as might be receptive.

Four seasons for Me.

Under the direction of Professor Robert C. Carroll from the University of Maine at Orono, who was elected Chairman of MACFLIS, members met frequently during the fall and winter to address the charges. They submitted a detailed report to me in March of 1981. I was happy to accept it as a substantial contribution to the improvement of the teaching of foreign languages and international studies in Maine. In October of 1981, the State Board of Education unanimously endorsed the concepts outlined in the report.

It should be noted that the capacity of this department to carry out the services suggested in the report is not yet known, but that a complete MDECS response to the committee's recommendations will occur in mid-1982. This report is a critical first step. Schools and universities must carefully consider these recommendations in order that pride may be taken in improving programs statewide in these areas.

MEMBERS OF THE MAINE ADVISORY COUNCIL

ON FOREIGN LANGUAGES AND INTERNATIONAL STUDIES

(MACFLIS)

Myra Amstutz, Maine School Boards Association

Barney Bérubé, Maine Department of Educational & Cultural Services, MACFLIS Executive Secretary

Donat Boisvert, Maine-Canadian Legislative Advisory Office

Thomas Brady, State Principals Association

Robert Carroll, University of Maine at Orono, Chairman, MACFLIS

Frances Dunning, Hampden International Club

Laurel Ellis, New England Association for Teachers of English as a Second Language

Father Andrew G. George, Greek Orthodox Church

Reginald Hannaford, The Maine Classical Association

William Locke, Librarian Emeritus Massachusetts Institute of Technology

Theodore Mitchell, Indian Student Affairs, University of Maine at Orono

Gari Müller, Foreign Languages, University of Maine at Farmington

Allen Ouellette, New England Bilingual Education Service Center

Dr. Joseph Pecoraro, Maine Department of Educational & Cultural Services

Henri-Pierre Poirier, Maine Teachers Association

Nancy Thompson, Abbott-Thompson Export Firm

Richard C. Williamson, Consultant, President's Committee on Foreign Languages and International Studies; Bates College

John Wlodkowski, Slavophile Society

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REPORT
OF THE
MAINE ADVISORY COUNCIL ON
FOREIGN LANGUAGES AND INTERNATIONAL STUDIES

I PREFACE

In response to the concern expressed by several Maine educators and citizens, in August 1980 State Commissioner of Education Harold Raynolds, appointed an advisory council to study the status of international studies and foreign language education in Maine and to make recommendations for strengthening and broadening these programs. The Maine Advisory Council on Foreign Languages and International Studies (MACFLIS) met for the first time on Tuesday, 23 September 1980. Mr. Barney Bérubé, Coordinator: Bilingual Education, Refugee Education and National Origin Desegregation in the Maine Department of Educational and Cultural Services and Executive Secretary of the Council, presented these charges to the members:

1) to examine quantity and quality of instructional programs in foreign languages and international studies in Maine
2) to recommend measures to strengthen existing programs and to implement new programs
3) to identify funding and community resources
4) to initiate public awareness programs in the State that will serve to demonstrate the value of foreign languages and international studies to parents, educators, and policy makers
5) to initiate conferences in schools and school districts which will assist educators and administrators in evaluating needs and resources for further development of foreign languages and international studies in the schools
6) to capitalize on the professional resources of the Maine Advisory Council on Foreign Languages and International

Studies (MACFLIS) to organize and implement Foreign Languages and International Studies programs and to seek initial funds through such foundations as might be receptive.

Under the direction of Professor Robert C. Carroll from the University of Maine-Orono, who was elected Chairman of MACFLIS, members met frequently during the fall and winter to address the charges. They approved this report on the tenth day of March, 1981.

During the development of its report the Council members received encouragement and support from State Commissioner Harold Raynolds and from Bilingual Education, Refugee Education, and National Origin Desegregation Coordinator Barney Bérubé. The members acknowledge their leadership with gratitude.

March 10, 1981

II PERSPECTIVE: MAINE IN THE WORLD SCENE

The State of Maine, as elsewhere in the United States, is a pluralistic society. Every day new people arrive whose language is not English and whose culture is different from ours. Technical developments in mass communication and in transportation continue to bring Maine citizens into close contact with residents of many other nations. All peoples must learn to be sensitive to the needs, the feelings, and the aspirations of others.

The ever-growing economic, political, sociological, and cultural interdependence of all nations necessitates a Maine citizenry skilled in foreign languages and appreciative of cultural diversity. To this end the Council addresses itself to public and private education within the State of Maine. The Council stresses the importance of a commitment to the inclusion of modern and classical languages, indigenous languages, and multi-cultural and international studies as an integral part of our educational system at all levels, starting in the early grades.

The Council wishes to reaffirm these traditional arguments in favor of foreign language study: 1) for thousands of years a knowledge of the language, the literature, and the civilization of at least one other nation has been recognized as the hallmark of an educated person; 2) training in a foreign language helps to develop memory, observation, analysis, synthesis, imagination, flexibility, adaptability, mental discipline, and the ability to cope with the unfamiliar; 3) foreign language study increases one's ability to communicate effectively; 4) students gain an increased appreciation for the role which language plays in all human activity; 5) the more years of foreign language and international studies available to our students, the more readily will they view peoples of other cultures as individuals rather like themselves than different.

The Council believes strongly that the study of the language and civilization of foreign nations as well as of ethnic communities within Maine helps to propel students beyond the limits of their own world and--on a planet steadily becoming smaller--to guard against provincialism. The citizen of Maine who realizes that peoples of other countries and cultures may view the world differently but that "different" does not mean "inferior" is well on the way to becoming a world citizen.

The Council also underscores the usefulness of the knowledge of a second language for business, for travel, and for effective citizenship in the many Maine communities where more than English is spoken. At a moment in history when countries around the world are progressively aware of their interdependence and at a time of expanding American business activity overseas, Maine companies provide increasing opportunities for travel and work abroad and for carrying on business with foreign companies.

III FOREIGN LANGUAGE EDUCATION

In the United States the study of languages has declined to such an extent that in 1979 the President's Commission on Foreign Language and International Studies reported, "Americans' incompetence in foreign languages is nothing short of scandalous.... Our lack of foreign language competence diminishes our capabilities in diplomacy, foreign trade, and in citizens' comprehension of the world in which we live and compete."

In his recent commemoration of National Foreign Language Week (March 1-7, 1981), President Reagan declared "as our ties with the world community become closer, owing to modern technological innovation, increased tourism and international trade, there will be a continuing need for Americans to develop expertise in foreign languages."

Still, the U.S. State Department does not require knowledge of even one foreign language for appointment to its foreign service; so it is hardly surprising that in the last few years only one of every five candidates appointed is able to demonstrate even minimum competency in one foreign language. Only a handful are competent in more than one.

Our shortsighted educational policy is expensive, too in that it continues to damage America's international business efforts. Following World War II many nations were desperate for American goods. Our corporate arrogance could insist that others speak English if they wanted dollars. But times have changed. Our linguistic ineptitude is now a liability. For example, an estimated ten thousand English speaking Japanese are in the United States representing their country's businesses, while there are fewer than one thousand American business representatives in Japan, of whom only a handful speak, read, or write Japanese.

Our linguistic parochialism limits our national effectiveness in:

--world trade

--agricultural exports

--manufacturing

--communications

--tourism

--international relations

One might think that the situation in Maine would be better, given our unique position. It is estimated that 30-40% of the total population of Maine are of French descent. Some forty towns and cities have Franco-American populations of 10% or more. Moreover all our neighbors, New Hampshire, Quebec, and New Brunswick have large French-speaking populations. Should we not expect a high level of foreign language awareness in the public at large and in public policy? Such is not the case.

We have failed to capitalize on our French linguistic and cultural resource and we have all but ignored the others. According to the 1970 census there were at least a dozen languages spoken in Maine. Since then there has been a growing Indochinese population. Sizable Russian, Italian, Finnish, Polish, Ukrainian, Swedish, Norwegian, Greek, and Native American communities exist throughout the State. Yet there has been no State encouragement for improving our foreign language competence. There is no State educational policy regarding foreign language studies. Without creative intervention the picture is unlikely to improve.

Nationally, only one in twenty secondary school students studies French, German, Latin, or Spanish beyond the second year, whereas language experts consider four or more years necessary to achieve minimal competence. What about Maine? Aside from those in a few language programs of nationally recognized merit, most students in Maine do not achieve minimal competence in a foreign language. It is time for a reassessment of our priorities.

The Council wishes to recommend that the following skills should characterize all graduates from secondary schools or colleges of Maine:

--a speaking and reading knowledge of at least one language in addition to their own

--an awareness of the cultural values of the people whose language(s) they learn

--an ability to relate their own geographical and historical perspective to those of other peoples

--an ability to locate and use data about the world and its peoples

--an appreciation of economic and environmental interdependence

--an experience of close contact with another culture.

For the purpose of strengthening foreign language education, the Council recommends that:

1) the Department of Educational and Cultural Services, (DECS) in cooperation with Maine's institutions of higher learning, undertake a comprehensive survey of foreign language in the State. Areas of investigation should include: enrollments in foreign languages by grade level and by years of study, the impact of bilingual-bicultural programs, intensive language learning experiences, foreign language requirements and curricula in colleges and universities, needs for instruction in critical languages, the existence and quality of exchange and study-abroad programs, the role of foreign languages in commerce and industry in the State

2) before the end of 1981 the DECS establish a task force of language educators charged to examine the articulation of language programs within the State and make recommendations to strengthen the continuity of foreign language learning

3a) school systems or school districts offer the possibility of studying a foreign language to all students at the earliest possible age because many studies indicate that the most suitable time to learn to speak a foreign language is in grade school. Moreover, the ability to learn and retain a foreign language decreases quickly with age, it is crucial to begin study early. Ideally, there should be a foreign language program in every elementary school. The Council realizes that this goal is quixotic in face of the pervasive reality of dwindling financial support for public education. However, imaginative programs can be developed by tapping the rich resources of our ethnic diversity and our institutions of higher learning

3b) all school systems make possible a continuous sequence of four or more years of a foreign language including preferential scheduling if needed

3c) all schools make possible the study of a second foreign language

4) colleges and universities require some language proficiency for admission or for graduation and consider foreign language study as an integral part of any general education program

5) faculty from institutions of higher learning join with colleagues from elementary and secondary schools to develop innovative foreign language curricula or alternative instructional formats for all types of learners, to organize and run seminars on teaching techniques and methodology, and to conduct programs in minority studies and bilingual education

6) educators join forces to publicize the importance of foreign language study in the State

7) school systems or institutions of higher learning offer adult education programs to provide the opportunity for all adults to acquire or maintain language skills

8) professional language organizations, such as The Foreign Language Association of Maine (FLAME), The American Association of Teachers of French (AATF), The American Association of Teachers of German (AATG), and The Classical Association of Maine (CAM) become as active as possible in promoting the value of foreign language study and in providing language teachers with the opportunity to keep aware of recent developments in foreign language pedagogy

9) other professional organizations such as the State Principals Association, Maine School Boards Association, State Elementary Principals Associations, State Superintendents Association, and service organizations be encouraged to establish annual awards to honor outstanding contributions to foreign language teaching

10) the Department of Educational and Cultural Services in cooperation with the State University establish an annual award to honor the school system or district that has made the most significant contribution to the learning and/or the promotion of foreign languages during the year

11) the Department of Educational and Cultural Services, in cooperation with professional organizations, and school administrators provide opportunities for in-service or re-certification activities in foreign language pedagogy and international studies

12) the school systems recognize and provide opportunity for the continued study of languages acquired outside the school system (such as Greek and Hebrew)

IV INTERNATIONALIZING THE CURRICULUM

The United States is entering an era characterized by global interdependence. In business and in tourism the State of Maine is increasingly involved in an international market. Cargoes of eggs and potatoes are shipped to countries around the globe, and European, Japanese, and Middle Eastern tourists are coming here in growing numbers. The instantaneous worldwide exchange of information created by modern technology has made Americans more aware of the bonds between nations. It is impossible to separate our national from our global interests.

In view of this new reality language teachers and their colleagues in other disciplines must accept the responsibility for helping students and citizens of all ages to develop global awareness. Through language and cultural heritage studies, students should see their community and the world in perspective. The Council emphasizes that the cooperation of teachers of languages, social studies, and English with other educators and administrators is essential.

Specific objectives of any curriculum or program designed to foster a global perspective are:

--an appreciation of the interdependence of countries and cultures in a world society

--an appreciation of the cultural differences and similarities in the world and within our own state

--an appreciation of differing individual and cultural perspectives and an appreciation of the individual as a participant in the world

--an appreciation of the nature of economic, environmental, and scientific interdependence.

Four general recommendations for internationalizing the curriculum addressed to the Department of Educational and Cultural Services, its task forces and its committees are that DECS:

1) state the rationale for including issues of cultural, economic, educational, environmental, and political interdependence
2) develop methods for creating awareness and building involvement among professional educators and citizens of Maine
3) develop research activities, curriculum, and materials for instilling a multi-cultural perspective in our students
4) develop teacher programs that will provide the necessary background in international studies.

Specific recommendations concerning languages and international studies are that:

5) the Commissioner of Education, school superintendents, and teachers stress the importance of a global perspective for all students and ensure the development of appropriate programs and curricula
6) colleges and universities in the State provide for every student the opportunity to develop a global perspective through area studies, interdisciplinary courses, required language proficiency, study-abroad, or on- or off-campus multicultural activities
7) teachers at all levels of education bring elements of other cultures into their curricula

8) teachers of different disciplines cooperate in developing and teaching programs with an intercultural point of view. For instance, on the topic "Food and Hunger in the World," home economics, social studies, and language teachers could complement each other by coordinating strategies and content

9) school and college administrators support increased long and short term international exchanges of students at more schools than presently afford them. To ensure quality programs at home and abroad, it is suggested that only foreign student exchange sponsors designated by the International Communication Agency (ECA/PE Washington, DC 20547) be used and that compliance with their "Criteria for Teenager Exchange Visitor Programs" be required. It is further suggested that Canadian exchanges be conducted through The Maine-Canadian Legislative Advisory Office (State House Station 107, Augusta, ME 04333)

10) school administrators develop programs for long and short student stays in ethnically oriented homes

11) school and college teachers make their students more aware of the rich ethnicity in the State of Maine

12) educators cooperate with citizen groups to plan and implement programs of cultural diversity for all Maine citizens

13) the Department of Educational and Cultural Services conduct an annual statewide survey of programs with a strong international component, then publicize them

14) the Department of Educational and Cultural Services, in cooperation with the State University, develop a model for an "international secondary school" and assist in its implementation at a suitable site

15) professional organizations provide workshops, seminars, and publicity on successful techniques for teaching a global perspective.

V PROFESSIONAL LEADERSHIP

The Council recognizes that quality education in foreign languages requires qualified teachers, and we applaud the efforts of foreign language and bilingual educators throughout the State who maintain excellence in their teaching and strive constantly to be innovative. Indeed, the single most important factor in the success of a foreign language or international studies program is the enthusiastic, well-trained classroom teacher. Yet, the Council recognizes that no amount of classroom experience guarantees that the teacher can meet the demands of changing curricular goals. Therefore, the Council recommends that:

1) a task force consisting of members of the institutions of higher education, the Department of Educational and Cultural Services, and teachers of foreign languages be formed to study the standards for certification of teachers of language and international studies.

The State Department of Education has mandated two programs to satisfy the needs of continuing teacher re-education. The first is directed to the individual teacher and requires that the teacher complete successfully six credit hours of approved college or university course work or other in-service training as a condition for the renewal of the teaching certificate. The second is directed to school and system-wide learning. It enables local educational authorities to count up to five in-service days as days of school. Unfortunately, because of the relatively small number of foreign language educators, neither provision works well - appropriate courses on foreign language pedagogy are difficult to find, and in-service days are rarely devoted to concerns of the foreign language teaching profession. The Council recommends that:

2a) the Department of Educational and Cultural Services re-examine its re-certification requirements for foreign language teachers and that a plan be drawn up in cooperation with the institutions of higher education and the several professional organizations to offer appropriate re-certification courses at regional centers throughout the State

2b) local schools make at least two of the five in-service days directly related to foreign language pedagogy in the language taught and encourage joint regional days for foreign and classical languages staff.

Because of the large size of our state, communication is not always easy. Foreign language educators are unable to meet with one another in order to share common concerns or new ideas. To enhance the leadership capabilities of members of the foreign language profession, the Council recommends that:

3) the Commissioner of Education establish a State and regional advisory structure as follows:

a) two regional advisory foreign language and international studies committees be appointed on a north/south basis with Bangor the southernmost community in the northern district, charged with the responsibility of developing regional and local plans for the expansion and improvement of foreign language programs, conducting seminars or workshops to improve the teaching of foreign languages, and planning and implementing public awareness programs

b) a State advisory council be named, composed exclusively of members from the two regional committees and limited to 15 members, including the Executive Secretary. It would work closely with the Department of Educational and Cultural Services on all matters pertaining to foreign language education and cultural heritage studies

c) Mr. Barney Bérubé, or his successor, be Executive Secretary of the State Council and an ex-officio member of the regional committees and that the officers of FLAME, AATF, AATG, AATSP, CAM, and other appropriate professional organizations such as history and social studies be ex-officio members of the regional advisory committees

4) the Department of Educational and Cultural Services compile a list of consultants in foreign languages and international studies throughout the State, who will carry on functions similar to those of the former State Consultant in foreign languages. Distinguished by excellence in their profession, these individuals will be recommended by colleagues. They will both advise the Department of Educational and Cultural Services and assist that Department in providing expertise to schools or other institutions

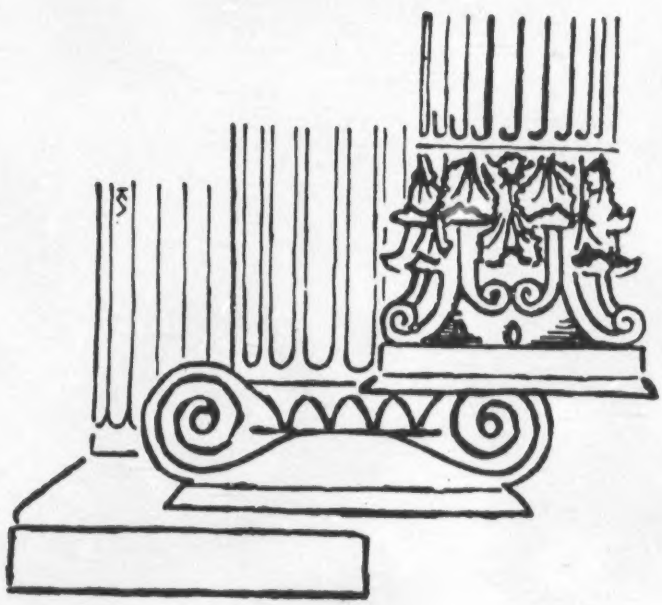
5) the Department of Educational and Cultural Services cooperate in maintaining one or more foreign language

and international studies dissemination centers in cooperation with the Maine State Library in Augusta and the Mid-Coast Teacher Center and the Information Exchange in Camden. In addition to computer access to the Educational Resource Information Center (ERIC), the Mid-Coast Teacher Center and Information Exchange will hold Maine human resources lists and bibliographical material. It will also keep on file research carried out in Maine related to foreign language education, international-multicultural studies, and ethnic heritage studies. The State Library will house primarily books and reports

6) professional organizations form task forces to cooperate in developing innovative curricula and materials for foreign languages and international studies.

VI TOWARDS THE FUTURE

In preparing this report and in making these recommendations the members of the Maine Advisory Council on Foreign Languages and International Studies realize that resistance to academic change is ever present. Yet the Council believes that if this report and these recommendations are not acted upon, if the problems presented here are not solved, then the State of Maine will not be facing up to the future. The Council urges members of the foreign language teaching profession, colleagues in other disciplines, school and college administrators, and the State Commissioner of Education to join forces and to adopt a plan of action that will assure an informed world citizenry from now into the twenty-first century.



VII RECOMMENDATIONS ARRANGED ACCORDING TO GROUP ADDRESSED IN THE REPORT

A. To the Department of Educational and Cultural Services that it:

- in cooperation with Maine's institutions of higher learning, undertake a comprehensive survey of foreign language in the State. Areas of investigation should include: enrollments in foreign languages by grade level and by years of study, the impact of bilingual-bicultural programs, intensive language learning experiences, foreign language requirements and curricula in colleges and universities, needs for instruction in critical languages, the existence and quality of exchange and study-abroad programs, the role of foreign languages in commerce and industry in the State
- before the end of 1981, establish a task force of language educators charged to examine the articulation of language problems within the State and make recommendations to strengthen the continuity of foreign language learning.
- in cooperation with the State University establish an annual award to honor the school system or district that has made the most significant contribution to the learning and/or the promotion of foreign languages during the year
- in cooperation with professional organizations, and school administrators provide opportunities for in-service or re-certification activities in foreign language pedagogy and international studies
- state the rationale for including issues of cultural, economic, educational, environmental, and political interdependence

- develop methods for creating awareness and building involvement among professional educators and citizens of Maine
- develop research activities, curriculum, and materials for instilling multi-cultural perspective in our students
- develop for teachers programs that will provide the necessary background for international studies
- conduct an annual statewide survey of programs with a strong international component, then publicize them
- in cooperation with the State University, develop a model for an "international secondary school" and assist in its implementation at a suitable school
- form a task force consisting of members of the institutions of higher education, the Department of Educational and Cultural Services, and teachers of foreign languages to study the standards for certification of teachers of language and international studies
- re-examine its re-certification requirements for foreign language teachers and that it draw up a plan in cooperation with the institutions of higher education and the several professional organizations to offer appropriate re-certification courses at regional centers throughout the state
- make at least two of the five in-service local school days directly related to foreign language pedagogy in the language taught and encourage joint regional days for foreign and classical languages staff
- through the Commissioner of Education, establish a State and regional advisory structure as follows:

1) two regional advisory foreign language and international studies committees be appointed on a north/south basis with Bangor the southernmost community in the northern district, charged with the responsibility of developing regional and local plans for the expansion and improvement of foreign language programs, conducting seminars or workshops to improve the teaching of foreign languages, and planning and implementing public awareness programs

2) a State advisory council be named, composed exclusively of members from the two regional committees and limited to 15 members, including the Executive Secretary. It would work closely with the Department of Educational and Cultural Services on all matters pertaining to foreign language education and cultural heritage studies

3) through Mr. Bérubé, or his successor, be Executive Secretary of the State Council and an ex-officio member of the regional committees and that the officers of FLAME, AATF, AATG, AATSP, CAM, and other appropriate professional organizations such as history and social studies be ex-officio members of the regional advisory committees

- compile a list of consultants in foreign languages and international studies throughout the State who will carry on the functions similar to those of the former State Consultant in foreign languages. Distinguished by excellence in their profession, these individuals will be recommended by colleagues. They will both advise the Department of Educational and Cultural Services and assist that Department in providing expertise in schools or other institutions

- cooperate in maintaining one or more foreign language and international studies dissemination centers in cooperation with the Maine State Library and the Information Exchange in Augusta and the Mid-Coast Teacher Center in Camden. In addition to computer access to the Educational Resources Information Center (ERIC), the Mid-Coast Teacher Center and Information Exchange will hold Maine human resources lists and bibliographical material. It will also keep on file research carried out in Maine to foreign language education, international-multicultural studies, and ethnic heritage studies. The State Library will house primarily books and reports.

B. To teachers and administrators, that:

- school systems or school districts offer the possibility of studying a foreign language to all students at the earliest possible age because many studies indicate that the most suitable time to learn to speak a foreign language is in grade school. Moreover, the ability to learn and retain a foreign language decreases quickly with age, it is crucial to begin study early. Ideally, there should be a foreign language program in every elementary school. The Council realizes that this goal is quixotic in face of the pervasive reality of dwindling financial support for public education. However, imaginative programs can be developed by tapping the rich resources of our ethnic diversity and our institutions of higher learning
- all school systems make possible a continuous sequence of four or more years of a foreign language including preferential scheduling if needed
- all schools make possible the study of a second foreign language
- educators join forces to publicize the importance of foreign language study in the State
- school systems or institutions of higher learning offer adult education programs to provide the opportunity for all adults to acquire or maintain language skills
- the school systems recognize and provide opportunity for the continued study of language acquired outside the school system (such as Greek and Hebrew)
- school superintendents and teachers stress the importance of a global perspective for all students and assure the development of appropriate programs and curricula

- teachers at all levels of education bring elements of other cultures into their curricula
- teachers of different disciplines cooperate in developing and teaching programs with an intercultural point of view. For instance, on the topic "Food and Hunger in the World," home economic, social studies and language teachers could complement each other by coordinating strategies and content
- school and college administrators support increased long and short term international exchanges of students at more schools than presently afford them. To ensure quality programs at home and abroad it is suggested that only foreign student exchange sponsors designated by the International Communication Agency (ECA/PE Washington, DC 20547) be used and that compliance with their "Criteria for Teenage Exchange Visitor Programs" be required. It is further suggested that Canadian exchanges be conducted through The Maine-Canadian Legislative Advisory Office (State House Station 107, Augusta, ME 04333)
- school administrators develop programs for long and short student stays in ethnically-oriented homes be facilitated
- educators cooperate with citizen groups to plan and implement programs of cultural diversity for all Maine citizens

C. <u>To College and Universities, that</u>:

- they require some language proficiency for admission or for graduation and consider foreign language study as an integral part of any general education program

- faculty from institutions of higher learning join with colleagues from elementary and secondary schools to develop innovative foreign language curricula or alternative instructional formats for all types of learners, to organize and run seminars on teaching techniques and methodology, and to conduct programs in minority studies and bilingual education
- they provide for every student the opportunity to develop a global perspective through area studies, interdisciplinary courses, required language proficiency, study-abroad, or on- or off-campus multicultural activities
- school and college teachers make their students more aware of the rich ethnicity in the State of Maine.

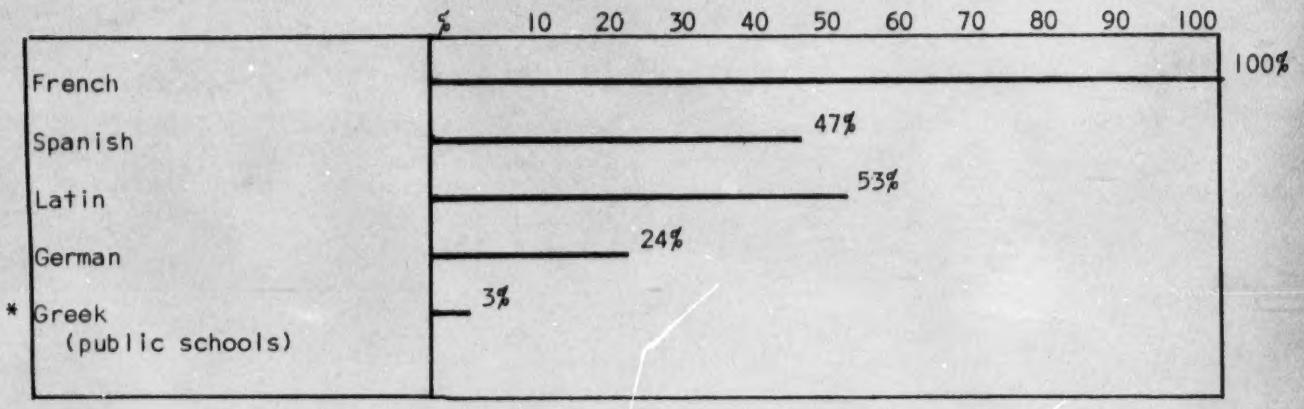
PROGRAM SURVEY RESULTS:
THE MAINE ADVISORY COUNCIL
ON FOREIGN LANGUAGES AND INTERNATIONAL STUDIES

In the fall of 1980, the Maine State Principals' Association cooperated with the Maine Advisory Council on Foreign Languages and International Studies in administering a statewide program questionnaire. Given a response from a majority of public and private secondary schools, these results may be viewed as highly reliable. The data obtained for each school district contributed to the development of the Council's final report recommendations.

The MACFLIS is grateful to the SPA as well as Mr. Tom Brady, Principal of Old Orchard Beach High School for the administration of the questionnaire. The following schools contributed information on this survey:

Ashland Community High School
Cony High School (Augusta)
Bangor High School
Morse High School (Bath)
Belfast Area High School
Gould Academy (Bethel)
Biddeford High School
George Stevens Academy (Blue Hill)
Brewer Jr. & Sr. High School
Lake Region High School (Bridgton)
Bucksport High School
Caribou High School
Central High School (Corinth)
Sacopee Valley High School (Cornish)
Greely High School (Cumberland Center)
East Grand High School (Danforth)
Foxcroft Academy (Dover-Foxcroft)
Schenck High School (East Millinocket)
Sumner Memorial High School (East Sullivan)
Marshwood High School (Eliot)
Ellsworth Jr. & Sr. High School
Lawrence High School (Fairfield)
Mt. Blue High School (Farmington)
Fort Fairfield High School
Fort Kent Community High School
Freeport High School
Gorham High School
The Greek Orthodox Parishes of Maine
Greenville High School
Piscataquis Community High School (Guilford)
Narraguagus High School (Harrington)
Hebron Academy
Southern Aroostook Com. H.S. (Island Falls)
Islesboro Central School
Jay High School
Kennebunk High School
Traip Academy (Kittery)
Lewiston High School
Lewiston Jr. High School
Mattanawcook Academy (Lincoln)
Machias Memorial High School
Madawaska High School
Madison High School
Penquis Valley High School (Milo)
Monmouth Academy
Lincoln Academy (Newcastle)
Carrabec High School (North Anson)
Messalonskee High School (Oakland)
Joseph A. Leonard Jr. H.S. (Old Town)
Old Town High School
Orono High School
Deering High School (Portland)
King Jr. High School (Portland)
Catherine McAuley High School (Portland)
Presque Isle High School
Rangeley Lakes Regional School
Richmond Jr. & Sr. High School
Rockland District High School
Rumford High School
Oak Hill High School (Sabattus)
Sanford High School
Sanford Jr. High School
Searsport District High School
Katahdin High School (Sherman Station)
Bloomfield Academy (Skowhegan)
Skowhegan Area High School
Leavitt Area High School (Turner)
Oxford Hills High School (So. Paris)
Van Buren District Secondary School
Washburn District High School
Massabesic High School (Waterboro)
Medomak Valley High School (Waldoboro)
Temple Academy (Waterville)
Waterville High School
Westbrook High School
Wells High School
Windham High School
Winslow High School
Winthrop High School
Yarmouth Jr. & Sr. High School

SCHOOLS OFFERING FOREIGN LANGUAGE COURSES



* Nine courses in Greek are provided in private schools.

FOREIGN LANGUAGE COURSE OFFERINGS BY GRADE LEVEL PROGRAM BEGINS
(Based on Above Percentages)

GRADE	5	6	7	8	9	10	11
French	4%	13%	7%	74%	1%	-	-
Spanish	-	6%	8%	69%	14%	3%	-
Latin	-	-	2.5%	92.5%	5%	-	-
German	-	6%	-	6%	67%	17%	6%
* Greek (public schools)	-	-	-	-	-	-	100%
Total of 173 public school courses 5 languages	2%	1%	7%	6%	76%	6%	2%

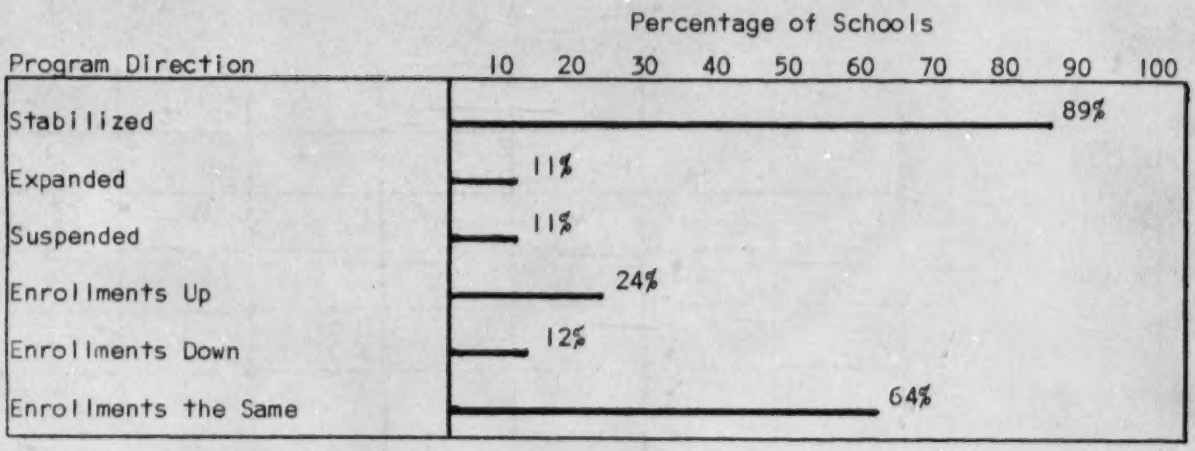
PERCENTAGE OF COURSE OFFERINGS BY HIGHEST LEVEL

Course Level	I	II	III	IV	V	VI	VII
French	1%	4%	14%	68%	11%	-	1%
Spanish	8%	11%	42%	31%	8%	-	-
Latin	-	47.5%	17.5%	35%	-	-	-
German	6%	39%	33%	22%	-	-	-
Greek	100%	-	--	-	-	-	-
Total of 173 Public School Courses - 5 Languages	4%	19%	23%	47%	6%	-	1%

NUMBERS OF LANGUAGES OFFERED

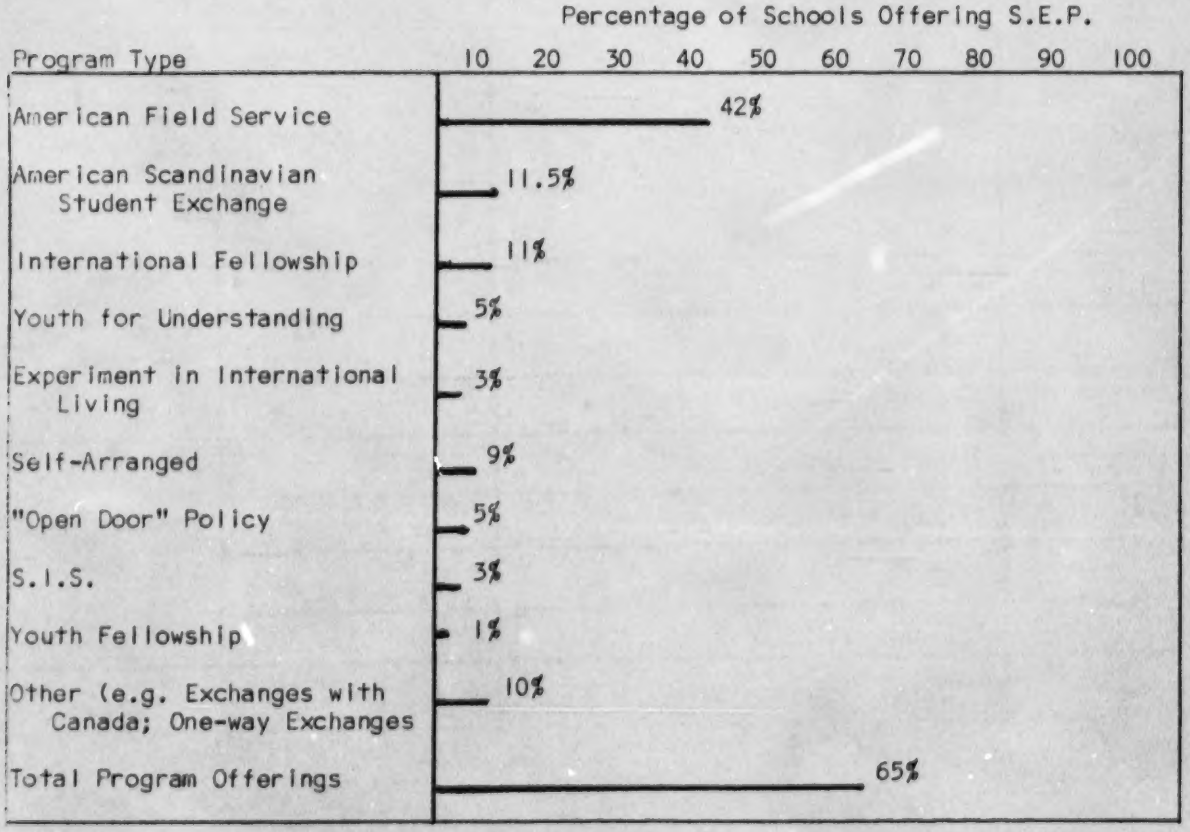
Number of Languages	Languages	Percentage Offering This Number of Foreign Language Programs	Percentage of All Foreign Language Programs
1	French Only	25%	25%
2	French & Spanish	43%	37%
2	French & Latin	43%	
2	French & German	14%	
3	French, Spanish, Latin	67%	28%
3	French, Latin, German	24%	
3	French, Spanish, Greek	5%	
3	French, Latin, Greek	5%	
4	French, Spanish, Latin, German	11%	11%

FOREIGN LANGUAGE PROGRAM MAINTENANCE

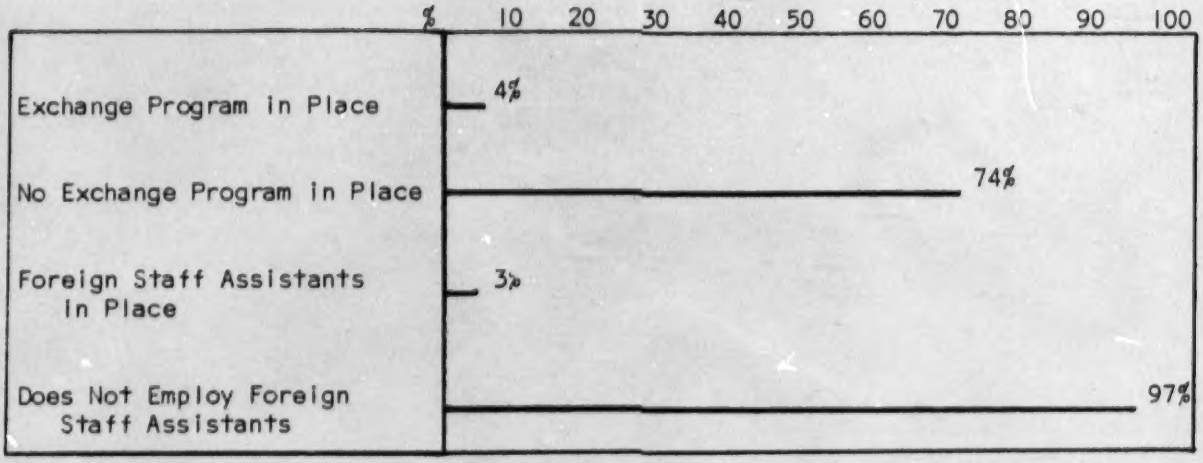


* 3 Added Spanish I; 2 Added Latin I, II; 3 Added German I, II
** 3 Dropped Spanish; 2 Dropped Latin; 2 Dropped German; 1 Did Not Specify

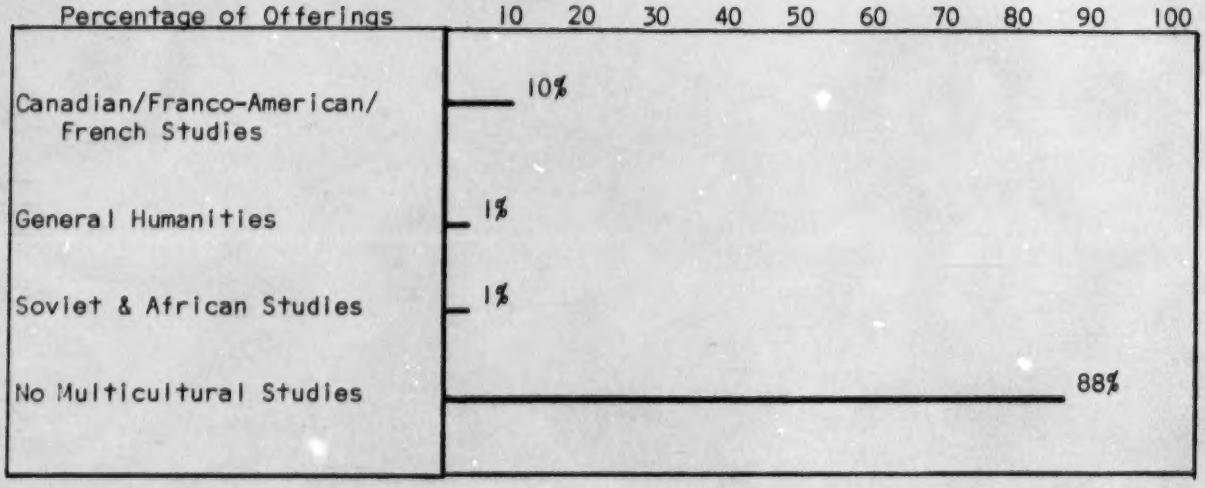
STUDENT EXCHANGE PROGRAMS



INTERNATIONAL TEACHER EXCHANGES



MULTICULTURAL STUDIES



An International Studies Curriculum
in the Maine Secondary School

An Outline

I. Rationale

In Strength Through Widsom, the Report to President Carter from his Commission on Foreign Language and International Studies, a recommendation is made to seek federal funding for Language and International Studies High Schools to serve as models nationally. These schools would offer intensive foreign language and cultural studies. Although the President's Commission did not define further the nature of these schools, the spirit of the Report itself suggests that a primary goal, in addition to proficiency in one foreign language and competence in another, is to instill an awareness and appreciation of the culture, history, economics, and politics of countries and areas outside the United States. These schools, therefore, are not to be confused with existing schools which have as its students the children of foreign nationals, such as the U.S. school in New York City. Unfortunately, the Report does not specify any model curriculum, nor does it list any successful examples.

The Maine Advisory Council on Foreign Languages and International Studies in its final report has recommended that the following skills should characterize all graduates from secondary schools or colleges of Maine:

--a speaking and reading knowledge of at least one language in addition to their own

--an awareness of the cultural values of the people whose language(s) they learn

--an ability to relate their own geographical and historical perspective to those of other peoples

--an ability to locate and use data about the world and its peoples

--an appreciation of economic and environmental interdependence

--an experience of close contact with another culture

Other skills that would be developed in a curriculum centered on international studies are related to written and oral communication, symbolic thinking, critical thinking, logic, aesthetic appreciation, and human relations.

II. Objectives of an International Studies Curriculum

The Report of the Maine Advisory Council lists the specific objectives of any curriculum or program designed to foster a global perspective:

--an appreciation of the interdependence of countries and cultures in a world society

--an appreciation of the cultural differences and similarities in the world and within our own state

--an appreciation of differing individual and cultural perspectives and an appreciation of the individual as a participant in the world

--an appreciation of the nature of economic, environmental, and scientific interdependence.

III. Curriculum Strategies

A. Analyze Global Potential in Existing Materials

An analytic look at a wide range of elementary and secondary textbooks in English, social studies, and foreign languages suggests that culture studies play a prominent role in each of these disciplines. By cooperating, teachers can take commonly used teaching materials including text, audio-visual resources, simulations, literature, and the like, and evaluate the materials on the basis of their potential for developing in students the skills and objectives already listed. For instance, an English course could be easily modified to treat comparative literature, comparative folklore, language families, and the cultural aspects of language. This strategy requires little teacher or curriculum change, but does mean that the teacher in these disciplines be alert to language and cultural perspectives and be attuned to changes in these perspectives.

B. Reorganizing the Curriculum Around Cultural Universals

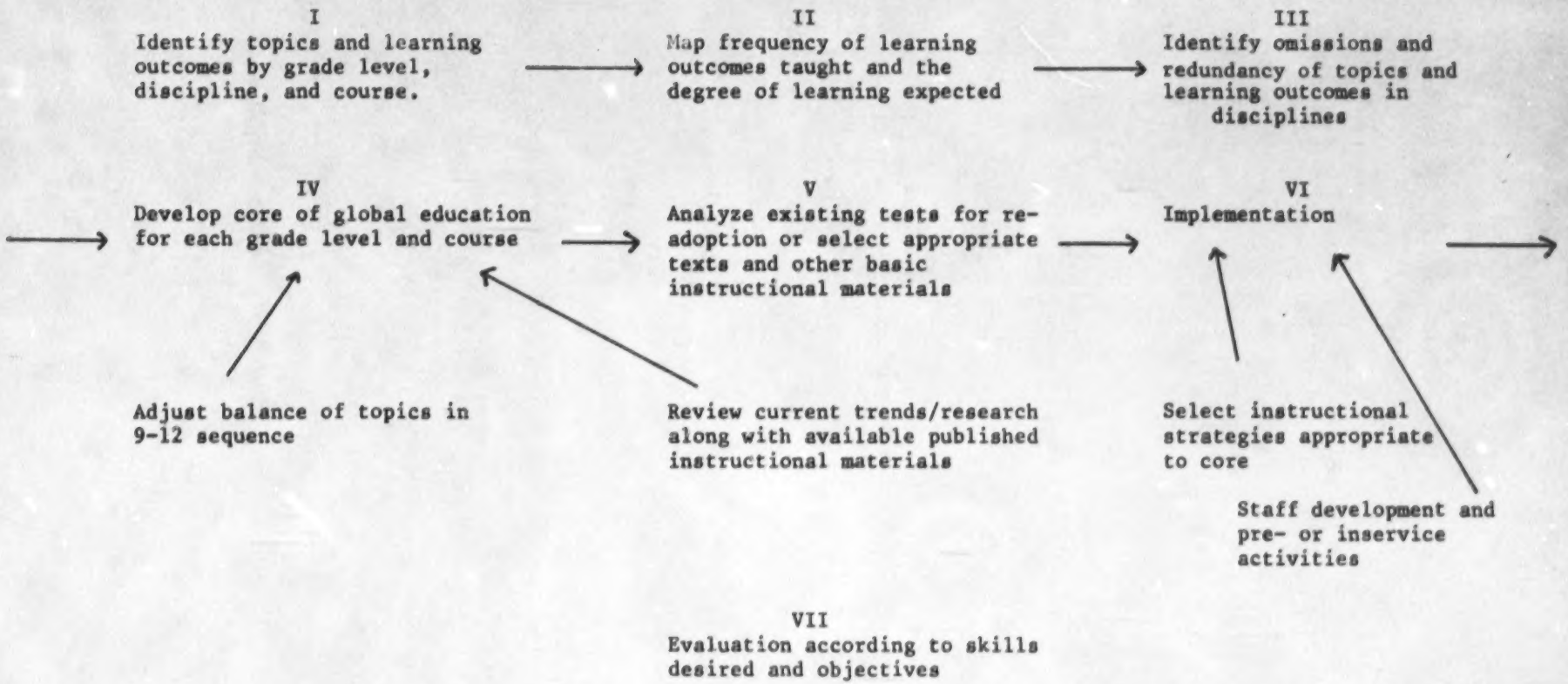
This strategy incorporates the critical evaluation of current materials and adaptation as suggested above, but goes beyond and builds on topics called "universals of culture." These universals are those themes or topics that are crosscultural in nature, that is, these components are shared in some degree or form by every culture or society. Their form may differ widely both within a culture as well as between cultures; --the universal remains. (E.g., Material culture: food, clothing, tools and weapons, housing and shelter, transportation, personal possessions, household articles.) The teaching of "culture" components as a distinct part of a secondary school curriculum can promote those elements of humanity which tend to unite people and not to separate them.

IV. Preparing For Global Responsibility

Accepting global responsibility necessitates some far-reaching reorientation on the part of educators. Preservice and inservice workshops are necessary. Clearly defined steps for planning, organizing, and conducting the workshops are outlined in the Handbook for Global Education: A Working Manual (Dayton, Ohio: Charles F. Kettering Foundation, 1977). An international studies curriculum plan of seven steps is attached.

Richard C. Williamson
Bates College
Lewiston, ME
24 June 1981

INTERNATIONAL STUDIES CURRICULUM PLAN


I
Identify topics and learning outcomes by grade level, discipline, and course.
II
Map frequency of learning outcomes taught and the degree of learning expected
III
Identify omissions and redundancy of topics and learning outcomes in disciplines
IV
Develop core of global education for each grade level and course
V
Analyze existing tests for re-adoption or select appropriate texts and other basic instructional materials
VI
Implementation
Adjust balance of topics in 9-12 sequence
Review current trends/research along with available published instructional materials
Select instructional strategies appropriate to core
Staff development and pre- or inservice activities
VII
Evaluation according to skills desired and objectives

Richard C. Williamson
Bates College

The Maine Department of Educational and Cultural Services insures equal employment, equal educational opportunities, and affirmative action regardless of race, sex, color, national origin, religion, marital status, age, or handicap.

Le département de l'Education et les Services Culturels du Maine garantissent des conditions de travail égales pour tous, une change égale de perfectionnement et des moyens positifs de s'affirmer sans distinction de la race, du sexe, de l'origine, de la religion, du statut matrimonial de l'âge ou de la condition physique (personnes handicappées).

NIHKANIKAPUWIHTOMUCIK KEHKIKEMUWAKON WAPANAHKIK, PSTTE WENIL 'TETPEVUWAWAL UHC LUHKEWAKONOK-KEHKIKEMUWAKONOK, NAKA NA PSITE WEN 'TETPEVUWA, SKITAP NAKA TE EHPIT, TAN TE WETUQAKUTOK, ELCOSSIT, ELI PAPAHTOK, ELKATOK, ETUCEVIT, KOSONA TAN ELI MAWATUWIKIT.

Bộ Văn-Hoá Và Giáo-Dục Tiểu-bang Maine đảm bảo bình đẳng về việc làm, bình đẳng về cơ hội giáo dục, và khẳng định hoạt động không phân biệt chủng tộc, phái, màu da, nguồn gốc, tôn giáo, gia cảnh, hay tật nguyền.

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